Musket

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Julie Trodella tutors an underclassman for N.H.S. According to the new Community Service Bill passed by the Senate, N.H.S. hours will not count toward the twenty hours of service required for graduation. Photo by Andrea Fisher

New Bill Requires Community Service

By Dan Fortmann

On April 13, the Lexington High School Senate passed the Community Service Bill, of which the effect may be felt for the first time in next year's freshman class. The bill creates a completely new requirement for graduation: a requirement which must be fulfilled outside of the classroom.

The high school presently requires completion of courses which satisfy five clusters or areas of concentration for graduation. The bill essentially adds a sixth cluster to the present set of requirements. Fulfillment of the new sixth-cluster requirement entails completion of twenty hours of community service which must be documented by a supervisor and verified by a counselor.

The Senate's Social Action Committee, chaired by social studies teacher Elaine Engleberg, presented the bill on the Senate floor. The committee felt that students should be directly faced with some form of community service during their high school career. Engleberg said that the bill represents an education in "cultural pluralism" and that the school's objective should be to make community service a "component part" of its education.

Although Senate endorsement of the bill was an important part of the bill's enactment, it may not be the most important step. According to state law, the School Committee is the only body in Lexington which may mandate requirements for graduation. The School Committee may therefore choose to institute the new graduation requirement or not, as it pleases. The bill has received the support of Acting High School Principal David Wilson and Acting Superintendent Dr. Isa Zimmerman.

Before the School Committee votes on instituting the new requirement, it must have a complete and detailed plan for the implementation and maintenance of the bill's program. Engleberg is helping to write a complete proposal for the School Committee. "Now we have to deal with the logistics," she said.

> Critics charge that the bill might not have been passed if current LHS students had to complete the community service requirement.

The logistics involve a great deal of preparation. A long list of services which could be considered has been compiled and includes such diverse activites as tutoring, serving meals at Rosie's Place - a shelter for women, helping out in the LABB school program on campus, or working at the Pine Street Inn, a shelter for the homeless in Boston.

Further preparation involves scouting out each potential source of service to find a supervisor for that service and ensure that students will be performing service beneficial to their own education. "Someone has to make sure that students will not simply be answering phones," Engleberg explained. "This should be a worthwhile extension of the high school curriculum."

Once the contacts with the agencies sponsoring community service have been made, issues of transportation, responsibility and potentially even liability will arise. Students will need to get to and from the place of their service after regular school hours.

Engleberg, Wilson, and Assistant Senate Moderator George Mechem are working on the presentation and hope to present it to the School Committee as soon as possible. Engleberg admitted, however, that working out the logistics may delay implementation of the requirement to the second semester of the 1988-1989 academic year or possibly even to the following year.

The plan will be phased in one graduating class at a time to allow for adjustments and gradual adoption of the requirement. Engleberg said that the delays are necessary if the program is to be successful. "I am most concerned that this be a quality program. It must be carefully done because the Senate can recall the program at any time," she added.

Critics of the bill have raised a related issue. The student members of the Senate have mandated this bill for students other than themselves, and critics say that student reaction in the Senate would have been quite different had the student senators voting on the bill actually been faced with fulfilling the requirement themselves.

DeIulio Plans Retirement

By Chip Giller

Dr. Robert S. DeIulio, Coordinator of Guidance, K-12, has announced his plans to retire from public education. As of press time, the School Committee agenda of May 10 included a discussion and vote on accepting DeIulio's retirement.

DeIulio, 53, has served in the Lexington Public Schools as Coordinator of Guidance for four years (1984-1988). He headed the Life Skills Committee, which has since disbanded with the School Committee's failure to pass the Life Skills proposal. Along with several concerned students, DeIulio helped form SAFE (Suicide Awareness For Everyone) at the High School three years ago.

"I'm retiring at this time," DeIulio said, "because I'm still young enough to develop other career interests. Being fifty-three years old, this gives me enough time...to develop my private practice in consultation."

Although he didn't enter the 1987-88 school year expecting to retire from public education, DeIulio stated that neither the failure to implement the Life Skills proposal, nor the School Committee's dismissal of former LHS Principal Michael G. Waring contributed to his decision.

"This is a personal decision based on...my own needs," said DeIulio. "There were two events that came together that helped me to think through my value structure: The [LEA] strike was one major event of my life....The second issue was [being involved] with my mother in her process of dealing with her own illness."

DeIulio would not comment on which side he supported in the strike except to say that it strongly influenced the thinking through of his decision.

"This year I've spent a great deal of time working with my mother in a nursing home, and seeing her in the condition she's in reminds me of the fragility of all our experiences," DeIulio said. "Being fully aware of [the fragility of life] put me in touch with my own needs. I had to ask myself, at this point in my life, what is the most important kind of thing I can be turning my attention to?"

"It was clear to me," DeIulio said, "that private practice and consulting [would] better serve my needs at this time than being part of an institution...I [will] be able to devote full attention to what I [am] addressing without having to deal with the layers of bureaucracy that exist in an institution."

High School guidance counselor Janet Kassler said, "His departure means we are going to lose somebody who has fought very hard to focus the counseling department...

> "These have been... four very significant years of my life."
>
> —Head of Guidance Robert DeIulio

not just on college people, but [also on] personal things as well. [He has been] somebody who has been very concerned about the emotional health for students at Lexington High School."

"I think I've had four very productive years here in Lexington," said DeIulio. "I think certainly gave the department, K-12, a sense of direction and clarity that was needed...I've never shied away from the opportunity of describing what I think young people need based on

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Schwartz to be LEA Pres.

By Sara Dempster

Lexington High School Biology teacher Margaret Schwartz defeated her two opponents, Art teacher Richard Sandberg and Estabrook elementary school teacher Phyllis Gruber, by a large margin in the recent Lexington Education Association (LEA) presidential election.

Sandberg, the current LEA president, placed second in the election receiving approximately half as many votes as Schwartz, and Gruber placed third receiving approximately a third as many votes as Schwartz.

According to Paul Shea, head of the LEA Elections Committee and LHS Social Studies teacher, this year's election was unusual because it was the first time in the past ten years that there have been more than two candidates running for the office of president.

Schwartz said that she sees a pressing need to "build up the internal organization of the union.... The strike engendered a desire among teachers to do something about their own destinies." She added, "Now it is the job of the leadership to put together an organization that allows the teachers to express themselves."

In order to accomplish this goal, Schwartz noted that she would like to see more social interaction and communication among teachers. She wrote in her campaign statement, "The LEA must develop an internal organization which reaches every member in every building."

She noted that she would also

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Incumbent Richard Sandberg: "I don't think there's been a year when there have been more accomplishments by an L.E.A. president." *Musket* File Photo

1988-89 L.E.A. president, Margaret Schwartz: "I think this is going to be a year when we have to do a lot of politicking." Photo by Pieter Cohen

The most visible outcome of the recent Pride Week is the LHS School Store, serving students every day during last block and after school. Located in the main hall, the store sells candy, snacks, basic school supplies, and LHS paraphernalia such as sweatshirts, and boxer shorts. Senior Mimi Kincaid recently opened the store to promote spirit. Also running the store are senior Amy Curtin and junior Merrit Freedman.

Photo by Meryam Keramaty

"Un-Vacation"

By Anne Duncan

Un-vacation week, which was the week that would have been LHS's spring break were it not for the number of schooldays missed this year, received mixed reviews. Some teachers and students saw it as a chance to relax. Others viewed it as a "waste of time," in the words of Freshman Andy McWeeney.

The week came when most people were expecting a break. Junior Kristina Egan, expressing a wish that there could have been a vacation, said that she "needed the rest." Junior Alisha Bloom predicted that having school during this week will "contribute to a lot of stressed-out students in May and June."

Latin teacher Michael Fiveash agreed. "Everybody needs this week" of vacation, he stated. Fiveash said that he "burns [himself] out" each year, expecting to have a week of rest.

On the other hand, social studies teacher Elaine Engleberg said that having an extra week at the end of school would have been "even worse." Science teacher Margaret Schwartz and English teacher Patricia Maier agreed, saying that students would have summer commitments and would probably be "angry" at having to attend school into July, in Maier's opinion. John Duncan, a freshman, flatly stated, "I want my summer."

> No real April vacation will "contribute to a lot of stressed-out students in May and June," predicted Junior Alisha Bloom.

Un-vacation week was in part the result of last fall's teacher strike. With the exception of Engleberg, who felt that the strike could have been avoided, students and teachers said that missing vacation now did not make them regret the strike. It was "necessary," said Maier.

Part of the un-vacation week policy was that teachers were not supposed to give tests or long-range homework assignments. Some teachers chose to do unconventional activities: McWeeney said that he watched movies in "every single class except for math"; Maier, as

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School Budget Passes

This Year, Entire S.C. Request Approved

By Sharon Glick

On March 28, Town Meeting voted unanimously to approve the appropriation of the School Committee's 1988-1989 budget request. The figure of $24,044,768 represents an 8.5% increase over the amount voted by Town Meeting last spring for the current school year.

"I'm very pleased [with the new budget]," said Acting Superintendent Isa Zimmerman. "I think probably the best thing isn't even the twenty-four million dollar budget. It's the fact that parents, community people, town officials, the school department, and the teachers really all pulled together and said, 'Look, this is important, and we need to cooperate.'"

Zimmerman added, "I regard [the new budget] as a maintenance budget. It allows us to continue doing much of what we have been doing, without letting us expand."

According to Zimmerman, there will be "no new programs" at the High School next year. In addition to one projected counselor cut, 8.7 teaching positions will be cut at LHS.

"The budget is much more advantageous to the High School than one might have expected, because in the normal course of events, we would have eliminated 11.7 teachers at the High School," said Zimmerman, "but because we went to the School Committee fairly early in the year—in December—and explained the impact of such a large cut in staff on the program, they let us keep three, so we ended up with only 8.7 teachers cut."

"That means that we can retain a few of the courses or a few more sections of some courses than we would have been able to before," she added.

"Knowing that we were heading into a big budget battle, I put a cap on how much money each school could have for equipment, and we gave the High School $30,000—which really isn't much," said Zimmerman.

She added, "They can apply for—and I'm sure will receive—some additional computer funding from our computer monies which are in a separate category, but it still isn't enough at the High School and I know that."

Acting Principal David Wilson noted that "any of those things that would be cut would infringe on the operation [of the High School], be it materials for the custodians or supplies for the staff."

> "We gave the High School $30,000 [for equipment].... It isn't enough and I know that."
>
> — Interim Superintendent Isa Zimmerman

"[Cutting] is a problem in the sense that I think it would detract from the quality of the program that we would offer," he added.

A major factor affecting staff reduction at the High School next year is declining enrollment. According to the "Budget Summary" booklet, LHS is projected to have 143 fewer students in 1988-89 than in the current year. The school system as a whole expects a net decrease of 118 students.

"The teacher cut are definitely the consequence of declining enrollment," said Zimmerman. "The equipment cuts and the fact that there are not any new programs are the result of the tight budget."

To arrive at the final $24 million figure, the School Committee and the Board of Selectmen reached a compromise in which four items totalling $135,000 were cut from the originally proposed budget.

These included two maintenance positions, a portion of both the teacher sabbatical and professional leave programs, and the "equivalent of one housemaster," said Zimmerman.

"The recommendation, which was accepted, was not to cut a housemaster *per se* because we want visibility...and presence...in all of the houses, but to ask each housemaster to teach two courses [instead of the current requirement of teaching one course]," said Zimmerman.

"That essentially picks up one teacher's salary, which is about the same as a housemaster's salary," she added.

According to the Lexington Public Schools Budget Summary booklet, the 8.5% increase over the current school year's budget is due primarily to the teachers' base salary hike of 8% which resulted from the contract negotiations of last fall.

In addition, custodians and other "classified staff" received a 6.5% salary raise for the upcoming year.

Overall, "Personnel Services" accounts for 81% of the new budget. "Contracted Services," such as bus transportation, utilities, and tutoring for students with special needs make up 14%.

The category "Supplies and Materials" includes textbooks and other teaching supplies and constitutes 4.5% of the budget.

"Equipment" provides for items such as filing cabinets, slide projectors, tape recorders and chairs, and makes up .8% of the total figure.

If more money had been available, Zimmerman said that, among other things, "I would have certainly implemented the Life Skills program," a proposed 9-12 health education course which was turned down by the School Committee due to budget constraints.

"I would have loved 9.1 or 9.6 [percent increase]," she added, "but 8.5—we can live with it."

Zimmerman said that she anticipates a tight budget for the next few years. "I think we're going to have a similar problem unless two things happen: One is if the town decides that it wants to override Proposition 2 1/2, or do something equivalent to allow more revenue to be brought in, or, if the the school system makes some decisions about different ways of operating that would save money for use in other new programs."

Rape Awareness Arrives at LHS

by Annika Hipple

During the end of April and early May, students and faculty at Lexington High had several opportunities to become more aware of the issues involved in rape. The rape awareness program brought guest speakers, meetings, and chances to share concerns about rape.

The idea for this awareness program was born when sophomore Patty Flaherty approached Lexington Guidance Coordinator Robert S. DeIulio because she felt there was a need to heighten understanding of rape and sexual assault in Lexington.

Together with Student Activities Coordinator Larry Robinson, school guidance counselors, and former LHS student Judy Goldberg, Flaherty and DeIulio worked hard to make the Rape Awareness program a beneficial experience for everyone.

"The principal has been absolutely wonderful about all this," DeIulio commented. "The only regret I have is that it came during this week [the former April vacation week] when so many students are away."

A mandatory assembly was held on Thursday, April 21, during F block for freshmen, and G block for sophomores. During this time, Dayl Hufford, an expert on assault awareness and prevention, spoke to students on the issue of rape. Juniors and seniors attended the assembly the following day during C and D blocks.

In her talk, Hufford said, "I stand here and talk about things that are painful and embarassing... not because I take pleasure in it, but because I believe it can help you." She surprised and somewhat shocked her listeners by informing them that "Rape has nothing to do with sex... Rape and sexual assault have everything to do with violence and degradation, not with sex."

She gave surprising statistics, and reminded the audience that in speaking to a large group she was talking to people who had already been sexually assaulted. One particularly shocking set of statistics was the fact that "one fourth of every graduating high school class throughout the United States has already been subjected to sexual assault."

A particular point that Hufford paid special attention to was that not

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Sophomore Patty Flaherty introduces Dayl Hufford, who spoke at the mandatory Rape Awareness Assemblies on April 21 and 22.

Photo by Meryam Keramaty

Youth Expression Theatre troupe, with Drama Director Michael Castinello and Coordinator Nancy Olin, perform throughout the Greater Boston area. The group recently performed skits dealing with teenage sexuality at Lexington High School.
Photo Courtesy Planned Parenthood

YET Actors Bring Sex to LHS Stage

By Karen Mark

"So you want me to go into the drugstore," says one girl to her friend. "Ya," her friend says, "just go in and buy condoms or a sponge or something." Youth Expression Theater (YET) has begun.

"It's one of those rare plays that everyone should see," was junior Andrea Fisher's reaction after watching YET's half hour series of skits on teenage sexuality.

"Kids are always saying, 'Oh, I never knew that.' I feel like I'm really doing something helpful."

— YET Member and LHS Junior Jeff Geltman

The April 13th production took place in front of about seventy students, parents, teachers, and guidance counselors in the LHS Science Lecture Hall.

The teenage actors, dressed simply in blue-jeans and red sweatshirts, performed skits in a "stage" area where a few chairs were the only scenery and props. A boy trying to tell his girlfriend that he is not ready to have sex, another boy accusing a classmate of being a "homo," a girl waiting for a pregnancy test, and two friends gathering up enough courage to go into a drugstore to buy birth control: all are examples of the variety of skits which were part of YET's repertoire. YET also touched on more taboo topics of masturbation and lesbianism.

"[YET's] primary purpose is educational," commented actress Jill Courville (a.k.a. YET character Jenna), a fifteen-year-old student from Hyde Park.

"I liked how [the skits] ended at a critical point without advocating one choice or another — they let you choose what is right."

— Junior Becky Willson

However, as YET's Education Coordinator Nancy Olin stressed, the scenes "don't try to provide you with all the answers," but are, conversely, an attempt to raise questions and force teenagers to think about sexual issues.

This approach pleased the audience. Junior Becky Willson commented, "I liked how [the skits] ended at a critical point without advocating one choice or another — they let you choose what is right."

After the skits, which are sometimes hilarious and at other times serious, the audience was given, first, a chance to ask the actors questions while they were in character, and second, a chance to ask them questions out of character. After many performances, the YET members lead discussion groups with their audience.

"The discussion groups are what I like most about YET," said eighteen-year-old Rocki Melo of Hyde Park. In the small groups, the actors rap with their audience about the show, and demonstrate the usage of various means of birth control. Said YET member and LHS junior Jeff Geltman, "The kids usually get really silly, but they learn a lot. Kids are always saying 'Oh, I never knew that.' I feel like I'm really doing something helpful."

The actors are a group of seven Boston Area teenagers who were selected last June from a group of approximately forty-five auditioning students.

The students started rehearsal during the summer. This period was devoted to finding out about the sometimes embarassing issues surrounding teenage sexuality and to becoming comfortable talking about these issues.

As part of the learning process, speakers talked to the actors about sexually transmitted diseases and members of B.A.G.L.Y. (Boston's Youth Gay and Lesbian Association) discussed their experiences of growing up gay. In addition, a fifteen-year-old girl spoke to YET participants about getting pregnant and raising a child.

After becoming informed about and comfortable with sexual issues, the actors made up impromtu skits which were later refined into the finished YET skits. Although the actors are directed by members of Planned Parenthood and practice in its Cambridge building, one YET actor noted, "They [Planned Parenthood] don't tell us what to do...we made up the whole show."

The first half of the year was devoted to performing for junior high school audiences. Some skits were then revised when the second half of the year's performances were devoted to high school students. The YET actors added scenes having to do with sex, and a monologue in which a girl was wondering if she was lesbian was changed to a scene with two girls who knew they were lesbian.

Weekly performances all over Massachusetts, with a few in New Hampshire and Rhode Island, started in September and will run until June 13. About a third of the performances are during school hours and the rest are given after school or in churches and public places such as the State House in Boston. The group rehearses from five to eight each Monday evening.

The hard work of YET's performers paid off. Commented Willson, "I thought the performance was handled in a really mature way. [Some of the issues they discussed] really make you want to squirm...but I didn't when they were performing."

Perhaps the enthusiasm of the audience was best illustrated by the first question directed to the actors after the performance: "Could you do one more skit?"

Anorexia: Not At All Glamourous

By Krista Johansen

Anorexia and bulimia are eating disorders which have claimed an increasingly alarming number of victims in the last twenty years. At first, these diseases usually only affected white middle class girls between the ages of twelve and twenty-one. But more recently, eating disorders have broken through all ethnic, racial, age, economic, and sexual barriers.

Anorexia is sometimes known as a "glamour" disease because of the pencil-thin celebrities who often suffer from the disorder. Lord Byron, a poet of the Romantic era, is believed to have been anorexic in order to attain the lithe-bodied, hollow-eyed look of the Byronic hero of his own poems.

Anorexia, however, has symptoms that are not at all glamorous. A person suffering from this disease loses drastic amounts of weight. This in turn forces the heartbeat to slow, the liver, brain and other organ tissue to wilt away, the fingers turn blue in the cold, and the body becomes covered with light yet unattractive protective hair - *lanugo* - in an effort to keep the body from dying of hypothermia.

A stopping of the normal menstrual cycle, known as *amenorrhea*, may initiate irreversible difficulties in reproduction and bone growth. Twiggy, a highly successful model of the sixties who resembled her name and set the fashion trend of looking extremely thin, suffered from this last symptom and was therefore suspected to be anorexic.

Bulimia is an eating disorder in which a person "binges" on food - often secretively - and then purges him or herself of it by self-induced vomiting, unhealthy dieting, use of laxatives or diet aids, or prolonged exercise.

Bulimia can lead to teeth and stomach trouble, irregular heartbeat and electrolyte imbalance, as well as throat, esophagus, and colon problems.

Both anorexia and bulimia can cause death.

Ms. Gilda Kunz, the nurse at Lexington High School, said, "In my experience at this school, I see maybe one or two cases [of eating disorders] a year." However, LHS Social Worker Jean Sidman noted, "There are many more people suffering with these diseases than people realize."

A poll taken in 1986 showed that one woman in twelve was either anorexic, bulimic, or had similiar behavior. One LHS sophomore admitted, "Most of my friends have tried making themselves throw up at least once — even I have — but we don't have bulimia." To this Kunz replied, "The patients I've seen tend to deny the disease. They are also quiet and depressed."

Although the physical symptoms of an eating disorder can be severe, the emotional impact is also extremely painful. Depression, low self-esteem, and lack of social interaction are often linked with anorexia and bulimia. Commented an LHS freshman with anorexia, "There is not one hour of the day when I'm not thinking about food, but when I eat some, I feel guilty and fat. I don't feel comfortable around my friends any more."

The causes of an eating disorder are complex. Family influences, peer relations, and the victim's biological and psychological make-up all are factors in the progression of the disorders.

Media pressure is also an overwhelming cause. Almost ten billion dollars a year are spent in the American diet industry. There are over 29,000 published reducing diets that claim to work. Magazines rarely advertise lingerie or ice cream with models who could be considered the slightest bit overweight. In the April 1988 issue of Life magazine, a Skor candy bar ad claimed, "You can never be too rich or too thin." After seeing these ads many people feel compelled to lose weight.

Dr. Katherine Steiner-Adair, a Lexington psychologist, discussed "weightism" as a new type of prejudice that is almost accepted in society today and that it is a contributor to the diet craze. She noted that weightism causes society to stereotype overweight people as "out of control" and "willpowerless." By trying to eliminate the "fat" prejudice instead of trying to get everyone who is one ounce overweight to reduce, more time and energy can be spent on living instead of on worrying about what the scales say.

How can eating disorders be stopped from reaching epidemic numbers? This question is almost unanswerable. The disorders are complex as are their cures. Awareness of the problem is the first step; referral is the second. Kunz said that medical and psychological attention are "absolutely necessary for recovery." The longer a person has symptoms of the diseases, the worse the damage done to his/her body and the longer it takes to recover.

"There is not one hour of the day when I'm not thinking about food, but when I eat some, I feel guilty and fat. I don't feel comfortable around my friends any more."

— An LHS Freshman

Kunz added, "I worry about the kids at school — I wouldn't be doing my job if I didn't."

Lynda Wilson Laurence, founder of Diet Enders in Lexington and co-chair of the Massachusetts and New England Chapters of Eating Disorders Awareness Week of April 24-30, noted that attempting to end bulemia and anorexia requires the "acceptance of self," but stressed that a "flat statement" like "acceptance" may "do more harm than good. How can a 230-pound person readily 'accept' him or herself?" Lawrence questioned.

People suffering from eating disorders need to understand that the word "diet" is not inherently negative (such as vegetarian diet,kosher diet, etc.), but that "restrictive" dieting is a danger, added Lawrence. The desire to change one's body shape is not necessarily a sign of a disorder, either, she added: it is when the desire gets out of control and is no longer aimed at forming a healthier body that there may be a problem.

Her feelings reflect those of many health professionals: Victims of anorexia and bulimia need to know that they are not alone and, said a concerned junior, "It's the person they are that really counts, not the way they look."

Cristina DeGuglielmo aids a youngster in the LHS Nursery School. See story, page 6.
Photo by Meryam Keramaty

$25 Down the Drain

A large percentage of the LHS student body drives to school every morning. In recognition of this fact, LHS has a student parking lot. The advantage of having a student parking lot is that we have a guaranteed parking spot for our cars every morning. It used to mean that we didn't have to pay any more than $5 for the right to park our cars while fulfilling our legal obligation to attend school.

However, this school year, the School Committee decided that students should have to pay even more for the right to park their cars in the lot. To get one of the stickers which indicates that you have that right, you must pay $25 to the Main Ofice. The parking fees were implemented as a potential solution to the issue of user fees within the High School.

Why am I paying $25 for the right to park in the LHS student parking lot when I can't even find a spot?

I have one of the merry yellow-with-the-checkered-flag stickers on my rear bumper because I paid my $25. At the time, I was under the impression that it really made a difference whether you had your sticker on your car or not. Now I know better; it makes no difference at all. The only privilege you gain by purchasing a parking sticker is the privilege to be $25 poorer.

One morning not too long ago, I drove into the lot and couldn't find a space anywhere. Not even the psuedo-legal spaces were open. People were parallel parked all around the lot's perimeter and squeezed into every spare cubic foot. Compact cars were parked on the lawn between the lot and Worthen Road. The teachers' lot was similarly packed, along with the illegal spots behind C-house. There was absolutely no space to to park, legally or illegally. I drove aimlessly around the lot until someone pulled out and then I stole his place. I noticed angrily that most of the cars in the lot didn't have the merry parking stickers. This made me very upset.

Why am I paying $25 for the right to park in the LHS parking lot when I can't even find a spot? What does my sticker entitle me to? The lot I've paid to park in is filled with people who haven't paid for anything, yet they push me out!

The main office says that they are considering sending letters home to the parents of kids who regularly park without a permit. However, the administrative hassle of implementing such a policy seems to outweigh the benefits. In order to get an address for the letter, the administration would have to take the time and effort to record the license plates of repeat offenders. These license plates would need to be traced through the Registry of Motor Vehicles to find out to whom the car is registered, and that name would have to be compared to the enrollment list to find out which car belonged to which student.

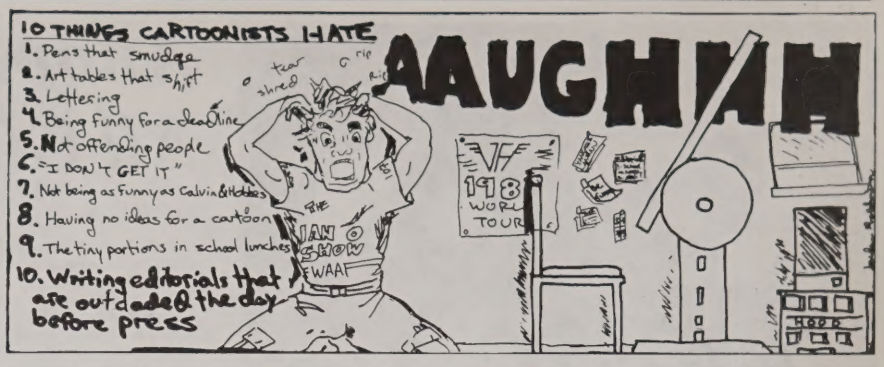
Even if these letters were sent out, what good would they be? They wouldn't carry any weight because they would only be friendly requests to please buy permits.*There is no penalty for parking without a permit.*

The Police Department says that when they come to the High School, they don't even look for parking stickers; they are only concerned withthose cars which are parked illegally by the Town of Lexington laws, such as the lot behind C-house or along Park Drive.

Why doesn't anybody enforce the permit rule? If you don't have a permit, you should not be allowed to park in the LHS student parking lot, and that is as simple as it gets! Students shouldn't have to pay $25 just to get some pretty picture n their bumpers. The simplest solution is to begin towing cars which do not have parking stickers. After the first few cars are towed, the problem would be over. Nobody wants to get his car towed.

The time has come for the LHS administration to enforce a parking-with-permit-only rule in the student lot or for the administration to return the money of students who have stickers. For myself, paying the $25 never did any good.

By Jordan Goldman


10 THINGS CARTOONISTS HATE
1. Pens that smudge
2. Art tables that shift
3. Lettering
4. Being Funny for a deadline
5. Not offending people
6. "I DON'T GET IT"
7. Not being as Funny as Calvin & Hobbes
8. Having no ideas for a cartoon
9. The tiny portions in school lunches
10. Writing editorials that are outdated the day before press
AAUGHH!!!
WAAF

OK Lucie, here's how milk cartons work in America. Being a foreign exchange student you should strive to develop mastery over the milk carton. To open, pull out the sides of the top where it says OPEN HERE. So observe.
HNFF... gee, this little bugger's tough one... OK... OOHH... keep watching, Lucie... uh...
MNFF... trust me, I uh-usually don't have any trouble with these...
UAGG- wait, I think I got it...
BLOOSH!
KLIK... ah, please excuse this interruption. The Head Dairy has just informed us that today's milk is mislabeled. Please open cartons from the side opposite the OPEN HERE arrow. Thank you. KLIK
You Americans have a funny way of opening milk. In Spain we drink it from bottles, and CARTON over our hair.
KRR

Tolerate Homosexuality

Homophobia is defined as a fear and/or hatred of homosexuality. To a Lexington High School student who revealed her homosexuality, homophobia meant being punched in the face when she walked down a school corridor. To another student, homophobia means being called names almost every day that she walks down the hall. For many guys who appear the least bit effeminate, homophobia means being shoved around or called "homo" and "faggot."

There is no excuse for the homophobia that afflicts so many of us Lexington High School Students.

Even if you believe that homosexuality is not "natural," this is not a reason to discriminate against it.

Homophobia is completely irrational. One girl told me that people should not have to work with homosexuals if "they feel uncomfortable being around gays." What if that same person felt uncomfortable working witha handicapped person or a black person or a pregnant woman? Would this mean that our school should get rid of any members that the general student body feels uncomfortable around? This frail theory is based on personal prejudices dominating over any notion of tolerance.

Homophobia sprouts from misconceptions about gays. The concept of "the gay type" is absolute bunk. One in ten people is gay. This statistic does not describe some strange, distant, separate society: one in ten members from every social group we encounter is gay. Even the most vicious homophobics - sometimes themselves homosexual and trying desperately to mask their sexual identity by being homophobic - interact with gay people all the time. Among these social groups are teachers, priests, actors, athletes, dentists, parents, and, yes, even LHS students. There are as many personalities of gays as there are of heterosexuals.

Homophobics ignore reality. Classmates of mine weakly argue that they would hate being around gays of their own sex because they "don't want to be molested or anything." The American Psychiatric Society determined in 1972 that homosexuality is not a disease or a mental disorder: homosexuality is a sexual preference. In fact, approximately 90% of sexual molestation cases are committed by heterosexuals. Gays are not on a sexual rampage.

I write this editorial as proof that homophobics can change their beliefs. As a twelve-year-old, I was viciously anti-gay. I would actually say, "I'm not prejudiced against anyone but the fags." I could not tolerate the idea of two men or two women loving each other.

When dealing with the topic of homosexuality, one of my fears was that if I wasn't outwardly disgusted with homosexuality, I would be accused of being a "fag." I called others gay and fostered an extreme prejudice against gays. My friends acted the same way.

In the last four years my homophobia has steadily withered away. The major reason is that I have become friends with people who are gay. One lesbian girl I have come to know is not a stereotypical "butch" (a woman who appears and acts like a man). She is a very attractive woman who thwarts every stereotype of gays. The homosexual man I know is not a frail, limp-wristed fellow. He is simply a good guy. They are both real, friendly people who happen to be attracted to members of their own sex.

Even if you believe that homosexuality is not "natural," this is not a reason to discriminate against it. In our society, we have interacted with thousands of people who are gay. They are the same person after you find out that they are gay as before you find out that they are gay.

What could we possibly have to fear about gays? In reality, nothing. Gayness will not rub off on you. Gays will not attack you like sex-starved Amazons or erotically enflamed people. Gays will not topple existing society.

Tolerance is the key. Every one of us, even if we are one of the nine in ten who are not gay, will have to encounter homosexuality, in one way or another, in our lifetime. If we learn to accept the fact that others may be different from ourselves, we will learn to preserve and shield homosexuals, kids who mistakenly called homosexual, and even ourselves from oodles of pain and hatred.

By Jeff Geltman

Letters to the Editor

Geiger's Salary Fair

To the Editor:

In the March 25 edition of the Musket, Ms. Caitlin Smith's letter to the Editor fails to acknowledge two crucial points one must consider when looking at Geiger's salary in comparison to that of a teacher's. First of all, Geiger, by terms of contract, must live in Lexington. A house for a four person family runs easily $100,000 in Lexington. But a teacher in the Lexington school system does not have to own a house in Lexington and may own houses in southern New Hampshire because of tax laws and better housing values.

The second point that deserves voicing is that Geiger can be fired based on his performance in his new position. Teachers cannot. The School Committee during the strike "strove" to better the teacher evaluation system. I have had teachers tell me that they "don't believe the evaluation system works." I have had teachers who prove the evaluation system does not work. Unfortunately, the School Committee had too many Caitlin Smiths believing that they are advocating the betterment of schools working against them, and caved in to the demands of the teachers. The fact is, teachers will receive the salaries that they deserve only when a fair evaluation system is installed.

— Kevin W. McLaughlin

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Required Service is Not Taxing

During the week of April 13, the Lexington High School Senate passed a bill mandating that beginning with the incoming freshman class all students would be required to fufill a "Cluster Six" to graduate. To sasisfy this requirement, a student must complete twenty hours of community service within the four years of high school.

The list of potential activities is similar to those done by the National Honor Society members. A student could tutor other students, volunteer time with LABB, work at a soup kitchen, or run blood drives to name a few examples. The supervisor of the activity validates the time spent by a student, and ultimately the student's guidance counselor keeps a running tally of hours spent participating in community service.

It would not be surprising if students decided to continue with community service beyond their required twenty hours.

As usual, along with any new idea, this new proposal has generated much controversy. Many complain that they do not have time to fill the twenty-hour quota, or that there is nothing "servicable" to do in Lexington. Others argue that "forcing" people to do service for credit takes the joy out of volunteer work. They maintain that receiving credit defeats the purpose of doing community service: being unselfish.

Although these are valid arguments which must be addressed, the net benefit will be overwhelming when the few quirks and kinks are worked out of this new program.

Firstly, the time commitment is extremely lenient when put into perspective. Broken down over the four years, the time commitment is an average of only five hours per year. In an 180-day school year, not including weekends and vacations, one would have to "give up" five out of 4,320 hours. These five hours could be completed on one Saturday, and the student could still go out with his or her friends that very night. One could hardly call this kind of commitment taxing.

There is also a solution to the "problem" of finding opportunities for each student to fill his or her twenty hours: when broken down into yearly commitments, the average student will only spend about one afternoon a year participating in a particular activity. With such a small amount of time, there would probably be no shortage of options.

Well Johnny, you've got to do 20 hours of community service or you don't graduate. I've signed you up to work at the Pine St. Inn tonight serving supper to the homeless.
Oh great. Me and my friends were going to Boston to see Lucky me. I get to serve food to grimy old street people.
YAH!
Gulp! Look at those meds. Doesn't look like mashed potatoes to me. Look at that grotty old geezer. Why doesn't he eat a job? If he even looks at me I'll probably ralph all over his dirty face. Oh no - he's coming over here. I wish I was back in Lexington!
What chu lookin' at boy? Wanna go back home to your shetered little suburb? Welcome to the real world, boy. This could be you in twenty years. Who's gonna help you out?
LIVE NUDE
Gee, that old drunk was right. The school should at least try to force me to help other people out. What a joke. I am.

Perhaps a schedule could be made for certain activities with a student rotation where one student signs up for one day/five hour shift and another signs up for the following day, and so on. Empirically, the many NHS members manage to fill their required ten hours per quarter, which is a much more rigorous commitment.

One should be completely altruistic in one's community service. However, many students would miss the opportunity to partake in community service if they had not been "mandated" to do so. Although some students will grudgingly fill their twenty hours bemoaning every minute, there is the chance that more students will enjoy themselves.

For many students, the good feeling one experiences when one shares oneself with others becomes addictive. It would not be surprising, too, if students decided to continue with community service beyond their required twenty hours. Through a graduation requirement, students get a taste of something that they like and yet would have never known about.

For many students who are currently active in community service, the programs are certainly rewarding. I urge both the students and staff of LHS to wholeheartedly support this new bill as it is reviewed - and, hopefully, accepted - by the School Committee.

By Jenny Marx

Boys' Locker Room Has Neither Class Nor Tradition

It is constantly annoying and aggravating to walk into the boys' locker room. Frankly, the facilities are filthy, old, run down, and drab.

For every gym class and for every afterschool sport, LHS students and athletes are forced to use these disgusting facilities. Each locker is somewhat filled with rust, each is dented in some way, and each is too easily capable of being broken into. The lockers look as if they have been here for eternity. Isn't it about time that the high school got gym lockers that were nice enough, clean enough, and suitable enough for the modern-day LHS student?

It's about time that Lexington's talented athletes got clean and reliable lockers incorporated into a nice-looking locker room.

Both Belmont and Winchester have huge gyms for their athletes and they have supplemented these by building clean and and comfortable locker rooms. I do not mean to imply that LHS should get a new gym, because although our gym is old, it still has class, tradition, and most LHS teams are unbeatable in it. On the other hand, the LHS locker rooms are also old, but they have neither class nor tradition.

Another problem with the lockers is the shortage of them. The weight room, which is vacant about 90% of the time, has taken up valuable locker space. Some people are happy because the weight room got rid of a number of the uglier lockers, but there is still a shortage of the big, varsity-style lockers.

Also, after a workout and after being in the dirty locker room itself, people want to take showers but can't because there are no towels. At least the shower area is somewhat clean, though!

When other teams come to play at LHS, they are forced to use these dark, dungeon-like locker room areas. No wonder they come out playing like animals: they can't stand to stay in their designated locker room.

It is about time that LHS did something about the locker room conditions. New, safe, modernized lockers, available towels and a larger locker room area are all essential ingredients for a school's athletic facility. Why should Belmont and Winchester have these nice locker areas when LHS is a far better athletic school? It's about time that Lexington's talented athletes got clean and reliable lockers incorporated into a nice-looking locker room.

By Jason Kissell

All right, boys - what's all the commotion about?
COACH! There's something inside Mahoney's locker, making the most horrible noises!
Gringg scuttle
-SKREEK
Don't worry, boys. I'll handle this.
Coach! Make way!
No need to worry, boys. Just another pair of mutated tigers from the sludge on the floor.
Ahem
That's the fifth one this week!
No surprise, seeing the filth in this room. It's a wonder we don't mutate, too.

Election Loss Isn't a Disaster

After all of the flurry and semi-hysteria of thinking up clever slogans, wracking your brain for the perfect-yet-not-too-ridiculous alliteration or pun, and spending hours cutting out "Vote For Me" stencils, it's ballot time. The list of candidates is long—you may not even recognize some of the names—and you wonder if it might not have been wiser to just have skipped the whole thing and saved yourself from potential letdown. Maybe you should have promised more. Maybe you promised too much. It was all kind of exciting, though, and the posters were pretty snazzy.

To those who will get the position for which you campaigned: congratulations. You were convincing candidates and the hard work paid off. Allow yourselves to feel good about it.

If you do not get elected to your desired position don't take it as a signal from your classmates that you are unworthy, or , as is often but erroneously assumed, unpopular.

However, there are a lot of you on that list who might not win. Not everybody, in most cases, can be voted in: generally, there are too many people for the Senate/Class Council/Class Officers slots.

Perhaps some of you had the uncomfortable feeling that no matter how keen your insight, how open you are to new ideas, or how sensitive you are to listening and caring about what others have to say, this was a little bit of a popularity contest. You're probably somewhat correct, and, you, too, should allow yourself the time and space to feel a little angry and resentful about the whole school elections scene if things don't work out. Cool off for a bit, then decide how much you're going to let these election results affect your involvement in school groups. Rebound.

Next fall, start asking your class council members what's going on at the meetings. If you think that you'll feel a little funny about doing it on your own, get a group of friends together and request that the council file minutes and post them so that the entire class can see what is being discussed and planned.

Go to Senate meetings. Believe it or not, even if you're not a senator, you can still "take the floor" and have your say. There are some important decisons being made over in the Science Lecture Hall, and just because you might not be an official voting member next year, you can keep up with what's going on.

Don't forget that the people who do win in these elections are supposed to represent you, so take advantage of this fact. How will your class senators communicate with your class? They are to be representatives of your class: it will be half of their responsibility to keep in touch with you, their constituents, but the other half will be your job, too. Tell them what you want; petition if necessary. Let them know that you're there.

You might not get it this time, but stick your nose into what's going on around the high school, and make yourself known as an active and involved student.

Most importantly, if you do not get elected to your desired position, don't take it as a signal from your classmates that you are unworthy or, as is often but erroneously assumed, unpopular. You might not get it this time, but stick your nose into what's going on around the high school, and make yourself known as an active and involved student. There are numerous non-electorial groups such as SAFE, SADD, and AWARE, and make applications to be a student representative to one of the various LHS committees which form during the year.

Good luck on Friday. You deserve to win, but remember: don't let the interest which drew you to the LHS campaign trail in the first place get thrown out with your posters and promises after the election is over.

By Shana N. Alexander

Correction

The March 25th edition of the *Musket* incorrectly stated in a headline that the LHS Girl's Track Team was ranked second. The team was ranked in third place. *Musket* regrets this error.

DeIulio to Leave LHS

Continued from Page 1

my interaction with them," he added.

"I'm very pleased with what many of them [young people] do with the organization SAFE. Even though our final proposal regarding Life Skills was not financially supported at this point in time, I feel that working with that committee was the highlight of my committee work...It was wonderful working with people with the same kind of commitment," DeIulio said.

He cited his meetings with individual students, improvement of the counselor/student ratio at the High School of seventy-seven to one, and

> "[DeIulio's] departure means we are going to lose somebody who has fought very hard to focus the counseling department"
>
> — LHS Guidance Counselor Janet Kassler

the four consecutive years of cosponsoring, along with Newton High School, an annual conference on psychological education as additional highlights of his four years in Lexington.

DeIulio noted that what he will be missing in private practice and consulting will be "compensated" by the fact that he "will have an opportunity to have an impact on people, as they deal with their specific developmental issues, on a one-on-one basis."

"I retire at a point in my life when I know it comes as a big surprise for a number of people," DeIulio stated. "It has nothing to do with [productivity], it just means that I'm going to turn my attention, my energies and my skills, to some other way of being productive....My next goal in life is to take my skills and apply them to individual counseling, private practice and consultation....It gives me an opportunity to move to me, my development, and my personal evolution."

DeIulio said, "If what I have given to this community is commensurate with my own personal growth, then these have been four very valuable years for me, four very significant years of my life. I don't leave with any bitterness. [My decision was made through] watching an elder parent die, and in that process coming to grips with one's own mortality, and the awareness of the fickleness of life's experiences—recognizing that there are only so many years left."

"At this point in my life," he noted, "I can still have some control in terms of what directions I take. The longer I wait...the more difficult it would be to try some new adventures because it becomes financially impossible."

Kassler said, "I think it was a courageous decision...I [admire in him] the apparent freedom he has [to retire from public education]...Everybody wishes him good luck in his private practice. I know that there will be a lot of students who will miss him. He's been a mentor for a lot of people.

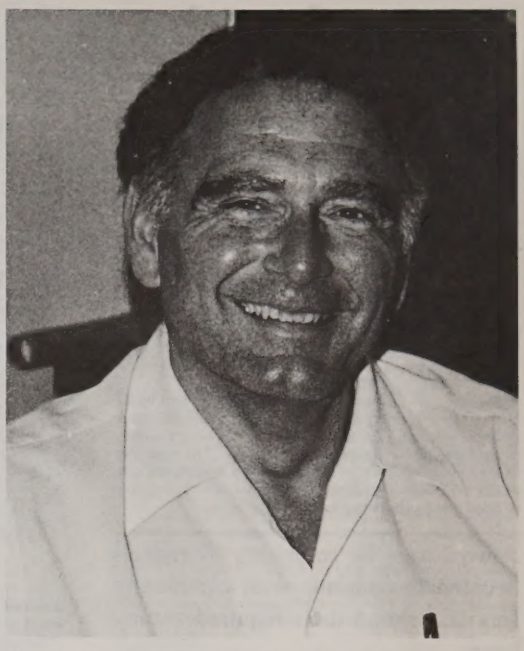
"We [the high school counselors] are assuming he will be replaced," Kassler said. "We just hope we get somebody who has the same focus as the high school counselors."

> "I'm sorry to see him go"
>
> — S.C. Member Judy Leader

Junior Clare O'Leary, one of several students who worked closely with DeIulio on the Life Skills Committee, said, "The School Committee never gave us [the Life Skills Committee] the support we were looking for, and [this might have disheartened] Dr. DeIulio. He put so much effort into it [the Life Skills proposal]. The [Life Skills] Committee was very discouraged that the School Committee didn't acknowledge the work that the Committee had done. They [the School Committee] just voted it down without giving us a full explanation of why they were doing it."

Although she "doubted" that the failure of the Life Skills program to be implemented was the main reason for DeIulio's decision to retire from public education, O'Leary said that the School Committee's negative vote "was one thing that would make [DeIulio] feel discouraged with the job he was trying to do."

Funding for the position of Coordinator of Guidance is in the 1988-89 school year budget. Acting Superintendent Isa Zimmerman said the process of searching for a replacement for DeIulio's position would begin with the screening of candidates as soon as the School Committee votes to accept DeIulio's retirement.



Head of Guidance Robert DeIulio: "I don't leave with any bitterness. [My decison was made through] watching an elder parent die, and in that process coming to grips with one's own mortality, and the awareness of the fickleness of life's experiences—recognizing that there are only so many years left."

School Committee member Judy Leader, who prior to her election to the School Committee served on the Life Skills Committee, said, "I assume the position will be filled...I'm sorry to see him go, although I understand [he's leaving because of] personal reasons."

News Briefs

LHS Sweeps Science Fair

LHS students performed "superbly" at the Massachusetts State Science Fair on April 29 and 30 with all five Lexington entrants winning an award.

Senior Ajeya Joshi took one of the first place awards with his project, "Drosophilia: Investigation Into the Effects of a Mutation." Joshi was awarded a $1,000 scholarship by the *Boston Globe*, who sponsored the fair.

Usha Tedrow, a junior, and sophomore Venktesh Ramnath won second place awards. Senior Jeff Achter received a third place award and sophomore Amy Marx was awarded an honorable mention.

Six Students Win Nat'l Merit Prizes

According to a recent Boston Globe article, six LHS seniors were National Merit Scholarship winners. The scholarships were awarded primarily on the basis of scores achieved on the PSAT, an exam taken by most students nationwide in the fall of their junior year.

Three students received Corporate Scholarships. These prizes were awarded to qualified students who had a parent who worked for a National Merit Sponsor Company. Jason Davis was awarded a scholarship from Digital Equipment Corporation and Maha Ibrahim received one from Stone and Webster, Incorporated. Geoff Pike won a scholarship from Textron.

National Merit Corporation Scholarships were awarded to three other qualified LHS seniors. Seth Harris, William Mark, and Todd Sinai all received a $2,000 award.

1,400 Corporate Scholarships and 1,800 National Merit Scholarships were awarded nationwide. The names of winners of college-sponsored Merit Scholarships will be announced later this month.

Youths Win Recognition

Congratulations to seniors Tara Ippolito, Pat Marshall, and Carol Saunders for winning the Outstanding Youth Award. Silver medals were awarded to the three by the Lexington Youth Commission at the Patriots' Day celebrations on April 18 and again at the Monday evening, April 25 Town Meeting.

Ippolito's contributions to the town and school include active participation at the Sacred Heart Church and her position as class vice president. Marshall is a leader in the Hancock Church youth group, active in the cable television productions put out by Hancock, and on the LHS basketball and golf teams. Saunders is class secretary, participates in LHS basketball, volleyball, and softball, and active with St. Brigid's and the CYO.

LABB Hosts Road Race

On Sunday, June 5, the Honeywell Bull Battlegreen Run will hold its eighth annual road race to benefit developmentally—disabled young people in the LABB program.

The race is a 10 kilometer (6.2 mile) run that starts at Hastings Park and finishes at the center playground. It is expected that between 2,000 and 2,500 people will participate in this year's road race - the third largest in Massachusetts. Runners have a chance to win one of two Honeywell Bull personal computers.

Director Bob Renna said that the race is "not primarily a fund raiser, [but is] mainly [held] to raise awareness concerning the LABB program." Traditionally, many handicapped and LABB faculty participate in the race.

There is also a need for volunteers on the day of the race, from 9:00 in the morning until 3:00 in the afternoon. Volunteers will receive a free lunch as well as a T—shirt, which will be given to all participants.

The cost is $8 to register before the race - approximately 500 people have already registered - and $10 to register the day of the race.

Participants Named for Consortium

Juniors Jeff Geltman, Chip Giller, and Shanna Liptzin have been nominated by the High School Social Studies Department to participate in the Four School Consortium for the 1988-89 school year. Middlesex School, Concord Academy, Concord-Carlisle High School, and Lexington High School are the schools making up the consortium.

Each school nominates three students to take place in the program consisting of a total of twelve seniors. Next year the topic, to be taught by Mr. Elliot Trammeld of Middlesex School, will be Soviet-American perceptions of each other and the impact of these perceptions on the foreign policies of the two countries in contemporary history.

This is the second year the schools have cooperated in the Four School Consortium. The consortium meets twice a week, and does not have any grades although two credits are given to participants.

Grad Party 1988 is Set

Due to the overwhelming success of last year's All-Night Graduation Party, the event will be held again this year in the LHS gym. Tickets will cost $15.

Doors will open at 9 pm. Students will only be admitted (sober!) until 11 pm., and may not leave the party until 5 am. If one chooses to leave before the end of the party, the student's parents will be notified.

Reminder! Parents, drop off a baby photo, preferably 5x7, of your senior at zero- to six-years-old. Bring photos to the LHS main office with the student's name and phone number on the back, or mail it to Bobbi Pearlmutter, 8 Carnegie Pl, Lexington.

For information, call Connie Brennan at 862-4649.

Be A Guide!

"One if by land, two if by sea," "the shot heard 'round the world," and the famous ride of Paul Revere...sound familiar?

If you have an interest in Lexington history and would like to share your knowledge with tourists and visitors while making some money, too, than be a guide on the Battle Green this summer!

Applications are available at the Visitors' Center, near the Minuteman statue, or call Cornelius P. Cronin, the Director of Guides, at 862-5885 for more information.

Students to Vote Friday

Elections to the Student/Faculty Senate, Class Councils, and School Committee will be held Friday, May 13. Students will vote in a homeroom period extended by ten minutes. Faculty members will have the entire day to vote for Senate members.

In accordance to percentages specified in the Lexington High School Constitution ratified by the High School last year, the total number of senators will drop by eleven, from the current total of fifty-four senators to next year's projected total of forty-three senators. There will be twenty-nine students senators and fourteen faculty senators.

There will be no election for representatives to the Board of Appeals, which ceased to exist with the first meeting of the Senate. For the body to come back into existence, the Senate must first pass a bill creating and approving of a new Board of Appeals. If this event should occur before next year's elections, a special election would be held to vote members on to the Board.

Ballots from the May 13 election will be counted by the Senate Election Committee, by members of the National Honor Society, and by Student Activity helpers.

After April 13, students were allowed to place campaign posters around the school after being approved by Student Activities Coordinator Larry Robinson.

The Library Media Center was made available to candidates who wished to tape thirty second spots explaining their qualifications and clarifying their positions on issues.

The number of students running for the three offices of senator, class representative, and School Committee representative remained approximately the same as last year.

Six-Year-Olds Hang Out in Senior Quad

By Andrea Fisher

"Welcome to Nursery School," reads a sign in the crowded G-house hall. Once the door is opened, one can't help but recall memories of days long past. Toys surround the chairs and tables. This is the Lexington High School Child Development Center.

The center serves three groups of people: the students, the children, and the parents. It is run by LHS students, mostly seniors, who are enrolled in Child Studies II. This eight-credit course meets eight times a week. Mondays, Tuesdays, and Thursdays are spent working with the children for two hours.

Besides actually running the activities of the nursery school, each student also has three children whom s/he must observe. These observations are recorded in a journal which is turned in for a grade.

The students spend Wednesdays and Fridays preparing games and other activities for the children. This makes up the other portion of the student's grade. According to Mrs. Phyllis A. Cook, the teacher of the class, "If you don't plan things for the kids, they will plan your day for you."

Child Studies is a two-year experience. Before working in the nursery school, students, usually juniors, take Child Studies I, which meets six hours a week. Two of these hours are spent working on field sites, which range from Lexington area day care centers to nursery schools. The rest of each week is spent discussing their experiences and studing child development.

The goal of the nursery school is for the students to learn about child development, but, often, they learn about themselves. A classroom incident will sometimes make them remember how a certain childhood experience of theirs shaped them into their present form.

For the children, the Lexington High School Child Development Center is a regular nursery school. Their "teachers" — the LHS students — read them books and teach them lessons. Together, everyone sings songs and plays. As a result, the children grow from these experiences.

"Little Matthew," Matthew Beecy, was very shy when he first entered the nursery school and did not want to be part of this learning and growing experience. LHS senior Cristine DeGuglielmo took Matthew "under her wing." She would call him when he didn't come to nursery school and support him when he did. After their phone conversations, Matthew would tell his mother about his "girlfriend" Christine.

As Matthew began to develop and make his own friends, he became less dependent on Christine. He was now embarrassed even to hold her hand. This switch from dependency to independency is one of the goals of the nursery school.

The parents also benefit from the nursery school. Sometimes the parents will stay and observe the class, thereby growing to trust and respect the LHS students. They also make friends among themselves. In addition, by calling the nursery school, parents can find out which kids to invite when planning a party for their child.

The nursery school is not a day care center; the children only attend for two hours three times a week. As a result, the parents are free for an afternoon, but not for a job.

During these two hours, a lot of learning and loving goes on. According to Cook, "It's very rewarding, very worthwhile, very satisfying, but it's lots of work."

Senior John Mazerall attempts a repeat of his 3-run homer that catapulted the Minutemen to an astounding 7-4 win over Watertown. Mazerall's batting average is now .333, and he has 13 RBI's.

Under the coaching of Dan Rosa, an LHS graduate who is filling in for Coach Bill Tighe while he recovers from surgery, the Minutemen have compiled a record of 3-7 in the Middlesex League. The team is also 4-8 overall, their best record in a number of years.

The team's next home game is Monday, May 16. They will be playing Woburn. Photo by Pieter Cohen

Senior Kristen Booker rushes past her Framingham South opponent. See story, page 8.
Photo by Pieter Cohen

LEA Election Results In

Continued from Page 1

like to see more cooperation among the LEA, the administration, and the public, so that the Union will be perceived as "more of a representative force for good education," and not simply as "defenders of the *status quo*."

Schwartz said that she received "a lot of pressure from peers" to run for president. She decided to run this year because she has always had "a long standing interest in local politics," but did not have time in the past to make a full commitment.

With fewer family responsibilities and the new ruling under which the LEA president is able to have a reduced teaching schedule, she decided it was an opportune time to run. Therefore, next year, Schwartz will be "one-third LEA president and two thirds teacher."

Sandberg expressed disappointment about his loss. "This staff has shown me that they don't appreciate me," said Sandberg. He aded that he does not intend to run again since his fellow teachers showed themselves to be "so ungrateful."

"I don't think there's been a year when there have been more accomplishments by an LEA president," Sandberg stated. He commented that the town has grown more aware of the needs of the schools, and that the town will pay more attention to schools in the future as a result of his leadership over the past year.

"I've taken all the flak and abuse and now someone else can just step right in," Sandberg added.

Sandberg blamed his loss on what he referred to as the "[past School Committee member Linda] Wik phenomenon." That is, "all incumbents of the strike negotiations—anybody who represents the establishment" was voted out of office.

According to Sandberg, "consideration of achievements and intelligence were set aside and emotions took over" in this election.

A teacher who wished to remain anonymous stated, "In general there was a lot of dissatisfaction with Dick Sandberg's leadership during the strike."

When asked to comment on her recent loss Gruber said, "I am disappointed I think I had a lot of energy and ideas." She blames her loss "to some degree" on her involvement in the strike as chairmen of the negotiating committee, but added, "I don't pretend to understand why I lost."

Gruber was positive towards Sandburg's leadership. She stated,"He led us through the strike. We needed someone to do a lot of writing and speaking and he did it well."

Schwartz attributed her victory to the fact that the High School makes up a a large block of voters, and that the LEA was ready for a change. She admitted that both Gruber's and Sandberg's involvement with the strike negotiations may have taken its toll on them especially because the first settlement that came through was "wildly rejected" by the Union.

In Schwartz's opinion, the upcoming school year will be a difficult one with the many changes resulting from the new Superintendent and two new School Committee members.

"I think this is going to be a year when we have to do a lot of politicking," she commented. "The LEA president is going to have to be an ambassador to the other agencies in the town that are involved with the schools."

Schwartz said that she hoped that it will be possible to work with the new Superintendent and School Committee without a great deal of "labor strife," but she anticipated that it will be "a pretty neat trick." Schwartz constructed a hypothetical situation that Phillip Geiger, the new superintendant, could decide to make undesireable job cuts which would create "a lot of unhappy people."

Schwartz concluded, "We are going to have to face changes, but my hope is that the LEA can do it in a way that does the minimum amount of damage not only to the teachers, but also to the students since the ultimate beneficiaries and, of course, the ultimate victims in the end, are the students."

Biology teacher Al Fruscione was optimistic about Schwartz's presidency. He described her as having an "activist point of view that will move teachers in the direction they should be going."

"It would never have gotten to this point [of striking], but teachers were a little meek in the past," added Fruscione. "Peg Schwartz will have the energy to keep things moving, and she will stay on the ball."

Assemblies Bring Rape Awareness

Continued from Page 2

only women, but men as well, are victims of rape. Hufford stressed that at crucial moments, you are the only person who can take care of yourself. She informed students that "if you feel like you are unsafe, you probably are."

At the close of her talk, Hufford introduced Lexington police officer Donald Birch, who reminded students that rape does occur in Lexington, and gave the audience suggestions on what to do should they ever be sexually assaulted. As students and staff were exiting the auditorium, a rape prevention guide was distributed, complete with general precautions and self-defense techniques.

Aside from the assembly, students could participate, on a voluntary basis, in several workshops during school hours. on Thursday, April 28, during A, B, C, and D blocks, and Friday, April 29, during E, G, and H blocks, there was an opportunity given to view the film "Still Killing Us Softly," which deals with sexual assault and the way it is portrayed in the media.

During A, C, E, and H blocks on Wednesday, May 4, and B, D, F, and G blocks on Thursday, May 5, students were encouraged to attend group discussions about sexuality, date rape, and other related issues. The workshops were considered in-school field trips and were intended to heighten awareness and give students greater insight about sexual assault.

Patty Flaherty encouraged fellow students to participate, saying, "You'll be missing some blocks of school, but... you'll be learning about life."

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Laxmaids Off to a Shaky Start

By Rosemary Berger

With a record of 3-5 the LHS girls' lacrosse team has had a difficult time reamining consistent. Wendy Helm, former captain of the Dartmouth College lacrosse team, is a first year coach of the team. She is assisted by Carolyn O'Brien.

The team is captained by seniors Jill Zimmerman and Kristen Booker. Zimmerman and Jennifer Sites with her "stick like a magnet" head up the Minutemaid defense, while Booker, Jane Freeman and Julie Meninno are the offensive leaders.

After losing the season opener to a strong Newton North team, 16-9, Lexington squeaked by Brookline with a 10-9 victory. Down by two points after the first half, LHS came back to tie the game with just a few minutes remaining in the game. With a shot that flew right by the Brookline goalie, Booker had the game winning goal which gave Lexington its first win of the season.

The next game against Lexington Christian Academy was not as easy for the Laxwomen. According to junior Sara Dempster, it was a game that LHS "should not have lost."

"We were leading after the first half, but when we came back in the second half, we could not get things together. Instead of scoring we started to fall apart," said Dempster.

The team does not lack the players or the talent, they just need more experience playing together to build up their winning record.

Framingham South players swarm around senior Kristen Booker as she sweeps up the field. Booker and Jill Zimmerman co-captain the team. This year's coach is Wendy Helm; she is assisted by Carolyn O'Brien. Photo by Pieter Cohen

Softball 4-5 but Maids Hopeful

By Rosemary Berger

The LHS softball team has jumped to a record of 4-5 after the first half the 1988 season. Although Lexington posted a fifth win over Melrose, the three run victory is being protested. No decision has been reached yet. The two teams, LHS and Melrose will play again on May 11 at Melrose.

The team's tri-captains, Tricia Chisholm, Nicole DeFrancesco, and Martha Revis, are all third year varsity players who guide the team with their experience. The Minutemaids are coached by Laura Lasa.

Freshman Cindy Harrington and junior Deanna Spelman wind up the pitches for the team. Although hitting is not the team's strongest department, Laura Mohan and Caryn Suffredini both have hit homeruns this season at crucial moments.

Returning varsity player Carol Saunders is optimistic about the season. "The season is going a lot better than past years. We have five or six returning players who provide the backbone of the team in addition to some talented underclassmen . The games that we have lost this season have only been by a couple of runs, as opposed to 12-0 in previous years," said Saunders.

Vacation Week Was "Not Serious"

Continued from page 2

part of her sophomore class' study of Shakespeare's Julius Caesar, showed "three hours of Julius Caesar movies"; Engleberg took her psychology class on a field trip to see photographs of Hiroshima; and Fiveash had a number of "cultural experiences."

The week eased some pressures and created others. For Fiveash, it eliminated "makeup hassle," but he found that as a "creature of habit" a normal school week would have been less work than "trying to do something that's educationally valid and yet not doing anything new."

Engleberg expressed "extreme frustration" but tried to make the week "creative, productive" anyway.

Schwartz did "significant levels of work," since, she said, "there's nothing that says one can't prepare for tests." She called the test/homework policy "unfortunate—it signals this was not a serious week" and stated that she preferred "business as usual."

She was echoed by Duncan, who said, "If we're going to have school, let's have school. If we're not, let's not." He preferred several days of "real" school and then several days of rest.

Bloom and McWeeney stated that having a week of half days like those in effect during school conferences would have been a better solution to the problem of lost school days.

However, Sophomore Alex Campbell said, "I liked [un-vacation week]. It was better than normal weeks."

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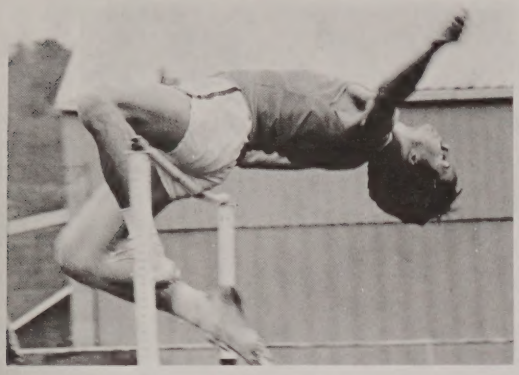


High jumper Scott Hurley, a junior, clears the bar during a recent LHS boys track team meet. Photo by Kevin Burnes

Tracksters Stumble Out of Starting Block

By Matt Simon

The LHS boys' outdoor track team (2-4) has hobbled to its worst start in years because of some key losses due to injury. After the team's initial loss to Middlesex League powerhouse Reading, coach Arthur Dulong told the team that it was then that he expected the team's winning streak to start. "This team has a good chance of going 8-1 this season," Dulong told his troops, "but it is all up to the desire of the individual athletes down on the track or the field."

The Minutemen lost their second meet of the season to Stoneham before posting their first win, beating Melrose 88-57. The team dropped the next two to Belmont and Woburn, but downed Wakefield by a score of 78-67. Despite their losing record, however, the Minutemen have shown no lack of desire that Dulong talked about.

In the sprints, the Minutemen have been hit the hardest by injury. National Indoor 400 meter champion Eric Crichlow, due to an unfortunate accident, has been forced to miss most of the season with an ankle injury. He should, however, return for the state meets. Paul Warner, 200 meter sprinter, pulled his quad muscle in his first race of the season. This was a tough break for Warner as he struggled most of the indoor season with a hamstring pull. The remaining Lexington sprinters have compensated for the losses. Junior Tony Castleman has dominated the league in the 100 meters, going undefeated and posting a league best time of 11.4. The duo of Nathan McCabe and Doug Wilson have provided top two finishes in the 200 meter sprint.

The middle and long distance squads have also added their points for LHS. The 800 meters has become one of Lexington's premiere events with the twosome of Brian O'Connor (2:05.9) and Jon Singh (2:08). Juniors Matt Simon and Dwight Holmes have gone undefeated this season in their respective events, the mile and the two mile. Freshmen Ed Single and Yeh-Jiun Tung have turned in excellent performances in both events.

The long jump has been led by McCabe, Wilson, and junior Zack Weeks. The triple jump has featured Weeks, Grynberg, and Singh in the Lexington scoring spots. Wilson has taken the league best record in high jump with 6'0".

On April 30, the team traveled to Brockton to compete in the State Relay Meet. The 4 x 100 meter sprint team of Richards, Wilson, Castleman, and McCabe won the gold in a spectacular race.

Lexington's problems this season of injury and lack of people have been the only things standing in the way of Dulong's goal of 8-1. The Minutemen are looking ahead to their last three meets against Winchester, Watertown, and Burlington. Three wins would give the team a respectable 5-4 finish for the season.

Dulong: Track Star and 1968 Olympic Hopeful

By Jason Kissell

He started out as an avid baseball player and fan. But one day, in the spring of his freshman year, Arthur Dulong's life was changed.

"My baseball coach told me that I could either be the fifteenth man on the baseball team or I could go join the track team," said Dulong, the F-house housemaster. "I decided that I didn't want to be the fifteenth man so the next day I joined the track team."

It was there, in the sport of track and field, that Dulong achieved his fame and success. It wasn't that he didn't like baseball, for it was then and is now his favorite sport, but Dulong saw in track an outlet to satisfy his goals.

Former track star and LHS F-housemaster Arthur Dulong at a January, 1969 Boston Athletic Association track meet. He now comments, "It doesn't have to be a top-notch athlete or a perfect winning team to satisfy me as a coach." Photo courtesy A. Dulong

"My goal has always been to be the best at what I do," commented Dulong. "Being the fifteenth player was not sufficient for my goals and when the track coach suggested that I did have a future in track, everything started to build from there."

What started to build was an immense array of accomplishments and state titles for Dulong, who by his sophomore year at Randolph High in 1963, was the state cross-country champion. He defended this title and added to it the New England title in his junior and senior years. During the indoor season he was the state two-mile victor as a junior and the one-mile winner as a senior. Outdoors, he ran to state titles in the one-mile his sophomore year and in the two-mile during his junior and senior years.

In addition to these titles, he was only the second high-school runner to break 9:00 in the two-mile when he ran his best high-school time of 8:59.6. In his junior year he was the boys national two-mile champion when he ran 9:97 in Madison Square Garden in 1964.

After being heavily recruited by many colleges, Dulong chose to attend Holy Cross. His coach at Holy Cross set a goal for him to run a sub four-minute mile. He got down to 4:01, but the mile was never to his liking.

"I never had the speed you needed to be a good miler," said Dulong. "But my coach wanted me to be an outstanding miler so I ran the event a couple times a year. I primarily ran the two and three mile events in college."

In college, Dulong attained even more success. At one time, he was ranked number one in the U.S. and number two in the world in the three-mile event.

"That was my highest ranking at the end of the season although I never did accomplish world records or be number one in the world. So those goals were never accomplished," said Dulong. "My best chance for the Olympics was 1968 and I was good enough, perhaps, to make the team, but in November of '67 I came down with mono and it plagued me until May. I could only start jogging three weeks before the Olympic trials and I was in no condition to make the team."

Dulong later enjoyed successful running in his junior and senior years and made some attempts to run after college, but he was primarily interested in "getting on with his life" after graduation.

Although he eventually stopped running, he continued his contact with the sport another way—through coaching. He coached the track team at Diamond in 1973 and he was the assistant coach at the high school for many years before becoming the head coach.

> "My best chance for the Olympics was 1968 and I was good enough to make the team but in November of '67 I came down with mono and it plagued me until May.... I was in no condition to make the team."
>
> — Track coach Arthur Dulong

Dulong believes the coaching is just as satisfying as running.

"In coaching, whether you win or lose there is always something you can get satisfaction from," said Dulong. "I get as much satisfaction out of seeing an athlete progress from a six minute mile to a 5:20 mile as I do in seeing an athlete progress from a five minute mile to a 4:20 mile. So it doesn't have to be a top-notch athlete or a perfect winning team to satisfy me as a coach."

But one thing is for sure. Arthur Dulong certainly was a top-notch athlete who satisfied many coaches and although he didn't achieve his goal as "the best" he came very close to it.

Girls' Tennis Starts Slowly

Illness, Inexperience Plague the Team, but the Effort's There

By Sarah Estow

The LHS girls' tennis team has started off its regular season with a record of 2-3, defeating Stoneham and Woburn and losing to Reading, Melrose, and Belmont.

The Minutewomen easily defeated an overpowered Stoneham team, 4-1. Junior Sharon Glick defeated Stoneham's Kristin Terrasi 6-3, 6-4. Michelle Tenpas, playing second singles, had a difficult first set, but went on to win 7-5, 6-2. The two doubles teams breezed through their matches. The first doubles team of Kelly Concannon and Nikki Marques won 6-1, 6-0. The second team of Laurie Budding and Sheila Woodbridge won 6-0, 6-1. The only loss was Sarah Estow's marathon third singles match that lasted 3 hours and 10 minutes.

The team easily rolled over Woburn, winning 5-0. Glick took on Woburn's Kim Bolton and came out on top, 6-1, 6-2. Tenpas dominated her second singles match against Christy Huling 6-0, 6-0. At the third singles spot, senior Fern Fineberg battled to the end with Sue Granez and came out victorious (7-3) 7-6, 6-2. The two doubles pairs of Concannon and Woodbridge and Sonja Herrmann and Marques were also easy victors.

The Netwomen lost the first match of the season to a strong Reading team, 2-3. Senior co-captain Concannon, playing second singles, lost to Reading's Sarah Roberts 3-6, 3-6. Playing first doubles, sophomore Tenpas and junior Woodbridge lost 6-7 (6-8), 4-6 in a match that could clearly have gone either way. Tenpas was quick to point out, "It was our first time playing together."

The second doubles team of Marques and Rachel Levy also had an extremely close match. They were defeated 5-7, 6-7 (2-7). Glick had an unusual match match against Reading's Gail Girasella. She won the first set 6-1, went on to lose the second set 4-6, and finished the third set 6-1. "What happened to me in the second was simply a combination of her making less unforced errors and my making more because I started to choke," said Glick. The other victory for the Minutewomen came from the third singles win of Estow. She defeated Jennifer Hollis 6-3, 6-3.

Coach Bruce Mallory had been forced to rearrange his line-up on the bus to the match due to several illnesses, and he believed that played a large role in the defeat. "It [loss of several players] affected us in that we did not have our best team out there, but it's not a great disappointment for me. The people on the court played very well," said Mallory.

Few people expected the Minutewomen to defeat Melrose, headed by the New England ranked Chiminello sisters. Unfortunately the prophesy came true. Melrose won the match 1-4, with the only Lexington victory coming from Woodbridge in her third singles spot 6-2, 6-1.

Despite the rocky start, most of the team members stick by Mallory's claim before the season began, "We'll hold our own."

Michelle Tenpas rushes the net during a recent Girls' Tennis Team match. Their record is currently 2-3, and Coach Bruce Mallory says, "We'll hold our own." Photo by Pieter Cohen

Netmen Ace Opponents

By Venktesh Ramnath

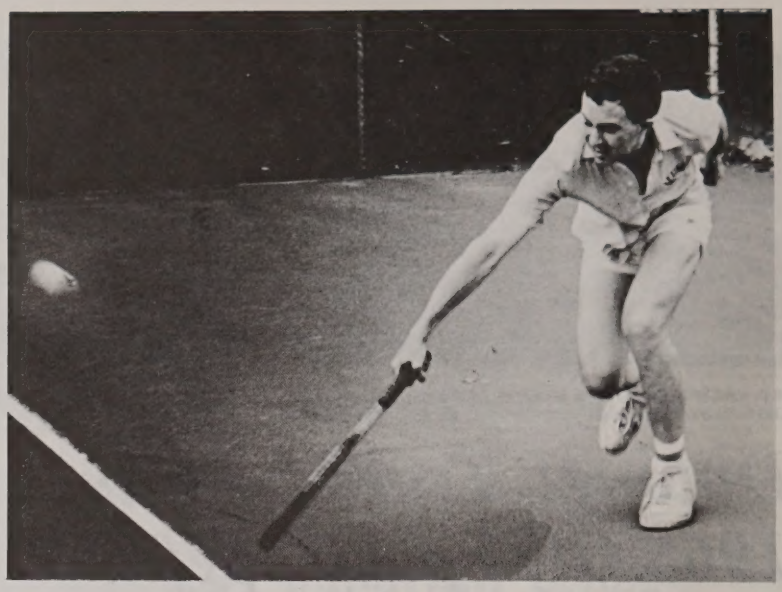
The LHS boys' tennis team has won five matches to get off to a great start. The team at first seemed cold, losing a scrimmage against Phillips Academy of Andover. By encouraging his team to beat Reading in the season opener, Coach George Mechem sparked the life into all 7 varsity players. Mechem also stressed the importance of commitment to the team and emphasized the chance the team has to go far this season.

"You are all thinking about your matches as individuals. You have got to feel yourself as one body, pulling your teammates up when they're down. You don't win as match for yourself; you win it for the team," Mechem told his teammates.

Against Reading, the team fought hard at all positions under tough, windy conditions, with the lineup being: Lubos Kocek, first singles; Greg Marion, second singles; Rob Weintraub, third singles; Ted Portney and Jack Ko, first doubles; and Venktesh Ramnath and Angus Potter, second doubles. Lexington wiped out Reading 4-1, the only loss coming in a tough two-setter at third singles.

Lexington's next victim was Stoneham, against whom Lexington has compiled a career 5-0 record. On April 29, the team faced an ominous Melrose team, a victor against Lexington last year. Despite a slight line-up change, Potter was moved to third singles and James Carroll and Rick Roos were moved to second doubles, the team vanquished the stunned Melrose team, 5-0, with all victories but one coming in straight sets.

Lexington next met Belmont and with the regular line-up, Lexington took a 2-0 lead off easy wins by Kocek and Marion. The second doubles team of Ramnath and Potter then gave Lexington the winning point with a 6-1,6-2 win. Unfortunately, Weintraub, at third singles, lost a close match while the 1st doubles team of Portney and Ko fought hard against a talented Belmont duo and won a tough 3-setter, 5-7, 6-3, 6-4. Thus, Lexington crushed Belmont 4-1. The LHS team next stomped over Woburn 5-0 and next the team comes up against Wakefield and Winchester.



Senior James Carroll stretches to return the ball in his April 29 match versus Melrose. Carroll plays second doubles for the LHS Netmen with senior Ricky Roos. Photo by Andrea Fisher

Laxmen Cradle Hope for State Tournament

By Jason Kissell

After a successful season last year, the LHS boys' lacrosse team has started their season solidly, compiling an 8-2 record.

Coached by Dave Lautman and led by senior tri-captains Jeff Hagopian, Mark Murphy, and Matt Packard, the experienced team has suffered only two setbacks: one loss to Concord-Carlisle, and the other to Newton North.

In the season opener, Lexington trounced Winchester by six goals, 11-5. They extended their winning streak to three games when they won against Brookline and Medford.

After Medford and their two losses, the Laxmen picked themselves up and won successive games over Burlington, Acton-Boxboro, Billerica and Bedford.

In their most recent game against Medford, Lexington defeated their opponents 9-3 as seniors Bart O'Connor and Dave Lavalle, and juniors Andrew Ojamaa and Jon Sidman were game scorers.

So far in the season, O'Connor has led the Minutemen, scoring a total of thirty-two points. Ojamaa (twenty-five points) and Sidman (twenty-two points) have also helped the Minutemen's cause.

The team is also backed by a strong defensive crew which features seniors Murphy and John Flanagan. Senior Noah Shriber has performed well defending the Lexington goal.

According to second-line midfielder Nat Bruce, "If we're firing on all cylinders, we have a good chance for the upcoming state tournament."

Junior Andrew Ojamaa hurtles past his Billerica opponent. The Laxmen won. Photo by Pieter Cohen

Lady Tracksters Running, Jumping, Throwing Well

By Amy Marx

The 2-1-2 record of the girls' reflects the team's lack of depth rather than the talent held by the individuals on this short-handed team.

As defending State Champions, the team hit a wall as it opened the season against Reading and Stoneham. The Maid's individual talent was greatly shadowed in both meets as team members were spread too thin over the sixteen events.

The 68-68 tie with Reading proved a great disappointment. The meet began as Michelle Sheehy burst from the blocks taking first place in the 300 hurdles. Elise Richer and Angela Marino showed Lexington distance runner's ever increasing strength, as they captured first and third in the mile. During the break for field events, Jay Hartshorn and Kirsten Kramer took first and third in the triple jump. Leslie Singer had a successful debut in the long, and Sheehy continued her winning ways in the high jump.

Despite Melanie Stephen's victory in the shot put and Kelly Patterson's points in the javelin and the discus, Lexington lost ground to Reading, as the Maids lacked the depth to support these efforts. As the running events resumed, so did Lexington's dominance, as Amy Marx and Kramer placed first and third in 100 hurdles. Tricia Alfred sailed to victory in the dash and Hartshorn blew away the competition in the 800. In 200, Leslie Singer took first. Alfred and Sheehy took the top two places in the 400.

The Stoneham meet ended in defeat for the Maids. Sheehy cruised to first place in the 300 hurdles and Hartshorn took second in the mile. Hartshorn and Kramer placed second and third in the triple jump, and Sheehy captured second in the high jump. Patterson threw the javelin for second place and hurled the discus to a personal best. In the shot put, Stephens added three more pints to Lexington's score. Marx and Kramer hurdled their way to first and third. Singer won both the 100 and the 400 and the Richer-Marino combination captured first and third respectively in the mile. The 4 x 100 relay team tied the meet, only to watch the Stoneham's 4 x 100 relay team boost the score another five points, causing Lexington's defeat.

Despite first place finishes in fourteen out of sixteen events, Lexington's margin of victory over Melrose was frightfully close. As this was the used-to-be-vacation week, the Maids were especially short-handed and all team members were depended on to turn in top efforts to produce this victory. As meet started off, Sheehy and Kramer both cruised to the familiar first and third places in the hurdles. Singer had a personal best jump winning the long jump and the triple jumpers held their own as Kramer took first and Hartshorn took third. Patterson threw the discus for first place. In the javelin, Patterson also grabbed second, as Marx added a third place to finish the team's scoring. Richer captured first in the two mile and Marino first in the mile. Marx and Singer both ran to uncontested victories in the hurdles and the dash respectively. In the 800, Hartshorn took first. Alfred easily placed first in the 200, and Singer topped off a 15 point day with a first in the 400. Lexington turned in an especially sweet ending to the meet, as both relay teams were victorious.

With high spirits high, the Maids destroyed Belmont as Lexington captured first place in fifteen of sixteen events, including sweeps in the triple jump and the javelin.

Lexington headed to Brockton for the State Relay Meet. Hopes were focused on high placing for individual relays, rather than overall team placing. Five events were entered and the dtermined runners left with two first place victories and two fithg places. The team of Singer, Marx, Sheehy, and Alfred blew away the competition in the 4 x 100 relay event. This effort was matched by 4 x 400 team of Singer, Hartshorn, Sheehy, and Alfred as they mirrored the success of the 4 x 100 team. The distance medley of Richer, Kramer, Kristin Burge, and Marino fought hard to take fifth place, and sprint medley of Marx, Nicole, Flint, Kramer and Hartshorn turned in a similar performance as they captured fifth place.

The team appears to be back on track, as hopes are focused towards the State meets to come, in which the team's abundance of individual talent will be able to shine, unburdened by the lack of team members.

Head track coach and F-housemaster Arthur Dulong (center) competes in the two-mile Invitational Knights of Columbus meet at New York's Madison Square Garden on February 25, 1965. See related story on page 9.
Photo courtesy AP Wirephoto